

## **Individualized Education Program (IEP): Part 2**

### **Opening Slide:**

**This is Part 2 of the Essential School Age Module. This presentation focuses on measurable goals and specially designed instruction (SDI)**

### **Slide 2: Measurable Goal**

There are three elements of a measurable goal. All three elements must be a part of each goal on the IEP in order to be considered compliant.

The first element of a measurable goal is clearly defined behavior. The second element of a measurable goal is the condition under which the behavior will occur. The final element is the criteria that will be used to evaluate the performance of the behavior.

### **Slide 3: Clearly Defined Behavior**

Clearly defined behavior is defined as the specific action the student will be expected to perform. The behavior should be based on one specific skill. Do not blend skills, such as decoding and fluency, in one goal. Each goal should only have one verb. The description of the skill should be clear, concise and specific. Avoid using broad terms like “targeted math skills”, “targeted reading tasks.”

### **Slide 4: Condition**

The next element of a measurable goal is the condition under which the behavior will occur. The condition can be defined as the situation, setting or given materials in which the behavior is to be performed. Grade level material needs to be specifically defined to their ability level or their expected grade level.

### **Slide 5: Performance Criteria**

The last element of a measurable goal is the criteria that will be used to evaluate the performance of the behavior. The definition of performance criteria is the level the student must demonstrate for mastery (for example 80%) and the number of times that skill or behavior must be demonstrated to be considered proficient (for example 4 out of 5 trials).

The annual goal and the baseline in the present levels must be stated in the same units of measurement. For instance, if the goal reads “When given subtraction problems with regrouping, Donna will solve the problems at 80% accuracy in 4 out of 5 trials,” then the present levels would state what Donna’s current baseline is in solving subtraction problems with regrouping, e.g. 60% accuracy in 2 out of 5 trials.

Avoid using vague terms such as increase or decrease with a baseline or target of acceptable performance.

Performance criteria should include both a level of degree and a level of mastery.

Below the measurable annual goal, there are checkboxes lettered A – K. The district must determine and identify here the best way to monitor the progress toward the annual goal for the student. Remember that if the observation box is checked, there must also be a written record in order to support this method of data collection.

### **Slide 6: Progress Monitoring**

Progress monitoring is used to determine if the student is making progress on IEP goals. Frequent data collection on how the student is performing in relation to IEP goals and how the specially designed instruction is being implemented helps determine if the specially designed instruction, accommodations and interventions in the IEP are working. The data compiled from progress monitoring can be a basis to reevaluate the IEP and reconvene the IEP team to make any needed adjustments in the services and supports to better meet the needs of the student.

In Section 6 of the IEP, you will indicate the method that will be used to measure the student's progress towards each goal. By simply hovering over the listed method on the form, a definition appears explaining each method. Progress should be monitored using the same unit of measurement in a goal to best determine progress toward the goal.

You will also indicate the frequency of reporting progress to the child's parents. Remember: while progress **REPORTING** to parents occurs at each grading period, progress **MONITORING** can occur throughout the grading period to guide instructional decisions.

### **Slide 7: Optional Form OP-6A - Progress Report**

Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.

Please ensure that if you are using a district-related form for reporting progress, that the following components are included:

Summarize the measurable data utilized to assess the student's progress towards attaining the goal. Report the student's current performance on the GOAL compared to the goal mastery criteria from the IEP.

Data Source refers to the method being used for measuring the child's progress towards their annual goal. Remember to refer to Section 6 of the IEP, the Method Boxes A-K located under the measurable annual goal.

Data Points refer to the number of times and the percentage of accuracy the child is presently performing toward mastering their annual goal. See the slide for example.

### **Slide 8: Specially Designed Instruction**

Specially designed instruction means adapting, as appropriate to the needs of a child the content, methodology, or delivery of instruction to address the unique needs of the child that results from the child's disability and to ensure that the child has access to the general education curriculum or standards extended so that the child can meet the educational standards that apply to all children.

### **Slide 9: Specially Designed Instruction**

Specially designed instruction is *HOW* you are teaching the child and how the delivery of instruction is different from what every child receives. There must be a clear connection to the specific goal referenced and the location of service. The amount of time must reflect the need of the individual student and is not based on a schedule or availability of staff. Each specially designed instruction should have only one provider and location listed so that it is clear who, is doing what, where and for how long. Specially designed instruction can also be a related service.

### **Slide 10: Specially Designed Instruction**

Specially Designed Instruction is **INSTRUCTIONAL** methods and strategies specially designed for each individual student and goal. Specially designed instruction is **NOT** simply a list of accommodations. SDI should be specifically designed to assist the student in progressing toward achievement in their goals. When designing the specially designed instruction teachers should consider the implications for instruction in Part 2 of the ETR, should consult with the school psychologist and/or use other evidence on how the student best learns.

Specially designed instruction can be provided by any intervention specialist and related service provider. Paraprofessionals and general education teachers can reinforce skills that have been taught, implement accommodations and monitor progress. The role of the paraprofessionals and general education teacher should be documented in support for school personnel, not in the SDI location section.

### **Slide 11: Specially Designed Instruction**

Each box of the specially designed instruction section should be completed without multiple providers and locations. If the same goal is being served by more than one provider and/or in more than one location, there needs to be a separate specially designed instruction row for each location and provider. The time and frequency should be specific to each provider and location.

If the student has a stand-alone service (such as Speech and Language only services) that typically is a "related service" would be noted in this section. See the slide for an example showing how to correctly write an SDI when 1 intervention specialist has 2 different locations.

## **Slide 12: Assistive Technology**

Assistive technology is defined as any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional abilities of a student with a disability.

When describing the specific assistive technology, proprietary names should not be used.

It is important to note that a surgically implanted device is NOT considered by federal law to be assistive technology.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Please note: Under Assistive technology in Section 7 of the IEP form, it is not necessary to identify the time and frequency.

## **Slide 13: Accommodations**

Accommodations provide access to course content but DO NOT alter the scope or complexity of the information taught to the student. Accommodations do not reduce the learning or performance expectations of what is being taught or tested. Refer to the slide for some examples of accommodations. These accommodations were cited from Ohio's Accessibility Manual. They are; Visual Highlighters, Formula Charts, Extended Time (be sure to include the subject and amount of allotted time allowed), Clarifying Directions (like repeating or breaking into sections) Cuing, Fidgets, Manipulatives, Reduction of Visual Distractions, a Human Reader, for comprehension, Read Aloud (include for which subjects and in what kind of content), Large Text Print, and finally, Frequent Breaks (be sure to include the limited number of breaks and amount of allotted time allowed). Please remember that the conditions for and the extent of accommodations must be explained.

[Ohio's Accessibility Manual](#)

## **Slide 14: Modifications**

Modifications change the amount and/or complexity of the instructional material taught. Modifications of the curriculum result in the student being taught the same information as the same-age, grade-level peers, but with less complexity or reduced work requirements. If a student's learning target changes from state standards to Ohio Standards Extended that is an example of a modification. Student's taking the alternative assessment and who are instructed based on the Ohio Standards Extended should have that noted in Section 7 under modifications. Some example of modifications cited from the Ohio's Accessibility Manual are: Skipping selected Items, Reducing the Scope of complexity (be sure to include which subject and type of reduction) Hints or Clues, Defining Vocabulary, Lowering the Performance Level, and the use of the Ohio Learning Standards Extended.

### **Slide 15: Support for School Personnel**

Support for school personnel is not when an adult (for example, paraprofessional or occupational therapist) is providing services to a student directly, but instead this section documents the needed support from adult to adult (for example, a paraprofessional supports a teacher in the classroom generally at the teachers direction, or when an occupational therapist is providing training and guidance to teachers or an occupational therapist assistant. If a child has one-to-one direct aide services, that needs to be documented in the accommodations section and also could be written into support for school personnel section (since the aides are still working at the direction of the teacher) but should be specific to what the aide will be doing and when to assist the students' progress in IEP goals, especially if the aide is intended to be a 1-1 service for the student.

### **Slide 16: Closing Slides**

For more information, visit:

<https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>

<https://education.ohio.gov/Topics/Special-Education>

For further support, contact your State Support Team (SST). To find your SST, please visit: <http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams>